# How Much of the U.S. is Foreign-Born?

Students will read U.S. population graphs and interpret the data.

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**Grade Level**
6-8

**Duration**
2 class periods

## National Geography Standards

**ELEMENT ONE:**

THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

## Arizona Geography Strand 4

**CONCEPT 1**

World in Spatial Terms
GRADE 6, 7, and 8
PO 3 Interpret maps, charts and geographic databases using geographic information.

**CONCEPT 4**

Human Systems
GRADE 6 and 8
PO 2 Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.

GRADE 7
PO 1 Discuss the implications of the demographic structure of places and regions.

## Arizona Math Standard

**STRAND 1** Data Analysis, Probability, and Discrete Math

CONCEPT 1 Data Analysis
GRADE 6
PO 3 Interpret simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs
PO 4 Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs
PO 8 Compare trends in data related to the same investigation

GRADE 7
PO 2 Construct circle graph with appropriate labels and title from organized data
PO 3 Determine when it is appropriate to use histograms, line graphs, double bar graphs and stem-and-leaf plots
PO 4 Interpret data displays including histograms, stem-and-leaf plots, circle graphs, and double line graphs
PO 5 Answer questions based on including histograms, stem-and-leaf plots, circle graphs, and double line graphs
PO 8 Solve contextual problems using histograms, line graphs of continuous data, double line graphs, and stem-and-leaf plots

GRADE 8
PO 3 Determine the appropriate type of graphical display for a given data set
PO 4 Interpret box-and-whiskers plots, circle graphs, and scatter plots
PO 5 Answer questions based on box-and-whiskers plots, circle graphs, and scatter plots

## Overview

Students will look at the changes in different groups emigrating to the U.S. and make inferences about the years to come.

## Purpose

In this lesson students will analyze population graphs to determine the different percentages of foreign-born populations in the U.S. The U.S. Census Bureau provides graphs to analyze and interpret.
How Much of the U.S. is Foreign Born?

Materials
- How Much of the U.S. Population Is Foreign-Born worksheet
- Answer key
- Paper, pencil

Objectives
The student will be able to:

1. Interpret the data in the different graphs and practice critical thinking skills.

2. Based on the information provided, determine differences in populations and their growth or decline and predict future growth.

Procedures
*Students should have experience interpreting graphs.*

1. Define and discuss the terms foreign-born and native (indigenous) population to the students. Foreign-born people are people who were not U.S. citizens at birth. Natives are those people who were born in the U.S. or in a U.S. territory, such as Puerto Rico, or born abroad with U.S. parent(s).

2. Discuss migration as the movement of people from one region to another, which can be from state to state, country to country, city to city, etc.

3. Distribute the worksheet and review the information. Do the first couple of questions with the students.

4. Allow time for students to work alone on the worksheet.

Assessment
Use the attached key to determine students’ ability to interpret the data from the graphs. Mastery is considered 80% accuracy.

Extensions
Have students reflect on why they think the foreign-born population is increasing from Latin America but decreasing from Europe and what they think the population will look like in 2025.

Have students choose a country or a region to research and look for reasons that the number of people from that area migrating is either increasing or decreasing.

Have students reflect on their own heritage and when their ancestors migrated to the U.S. and why.

Sources
U.S. Census Bureau